Deep Dive into PPEMs

Angie Gant, Ed.D.

Director, Program Approval

Georgia Professional Standards Commission

PPEM – What does it even stand for??

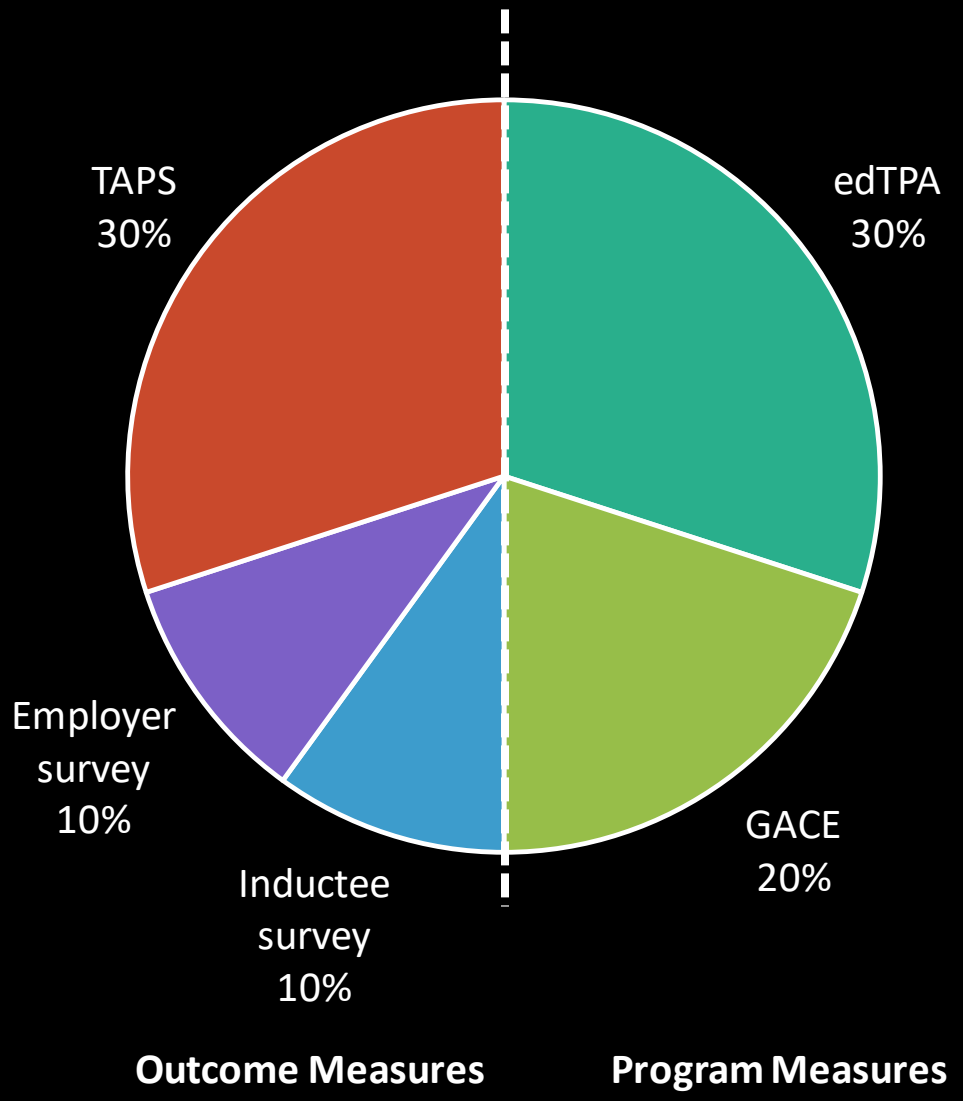
Preparation
Program
Effectiveness
Measures

What is the Purpose of the PPEM?

- Improvement
- Transparency
- Accountability

PPEM Components

- Contains both **in-program** and **outcome** measures
  - **GACE** content assessment scores
  - **edTPA** classroom performance assessment scores
  - **TAPS** classroom observation scores from first teaching year
  - Surveys of **inductee** teachers and their **employers** from first teaching year



Data – Measurements depend on assessments and employment

- Teacher preparation program completers in 2016, employed in 2017*

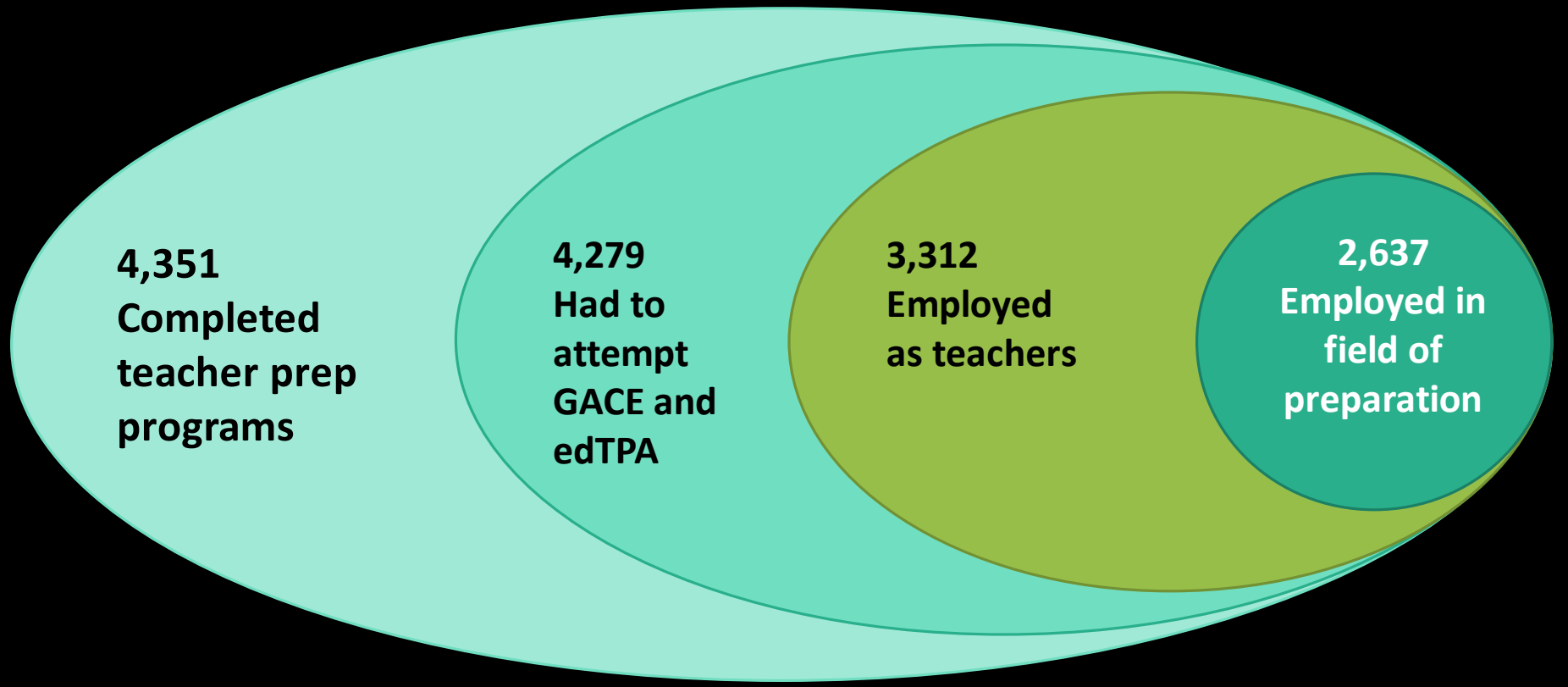


*Diagram not to scale

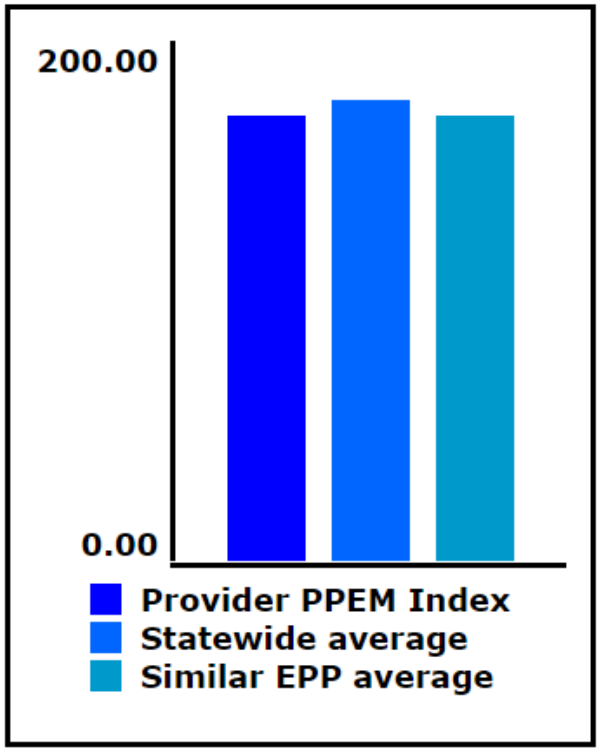
PPEM Elements (in dashboard)

- **Overall Rating**
- **edTPA**
- **GACE**
- **TAPS**
- **Employer Survey**
- **Inductee Survey**
- **Supplemental Data**

PPEM | edTPA | GACE | TAPS | Employer Surveys | Inductee Surveys | Supplemental Data | Export | All EPPs

Provider PPEM Rating: Level 3

PPEM Index Score	Provider Measures	Outcome Measures
Total PPEM points: 171 **State-wide average:** 177 **Similar EPP average:** 171	**edTPA PPEM points: 19.5** **edTPA rubric average:** 2.95 **N:** 246 **State-wide average:** 3.04 **Similar EPP average:** 2.98 **GACE PPEM points: 16.5** **GACE score average:** 261 **N:** 243 **State-wide average:** 263 **Similar EPP average:** 260	**TAPS PPEM points: 22.4** **TAPS score average:** 20.0 **N:** 194 **State-wide average:** 20.1 **Similar EPP average:** 19.8 **Employer Survey PPEM points: 6.7** **Employer Survey average:** 3.17 **N:** 67 **State-wide average:** 3.20 **Similar EPP average:** 3.20 **Induction Survey PPEM points: 6.5** **Induction Survey average:** 3.15 **N:** 56 **State-wide average:** 3.31 **Similar EPP average:** 3.23



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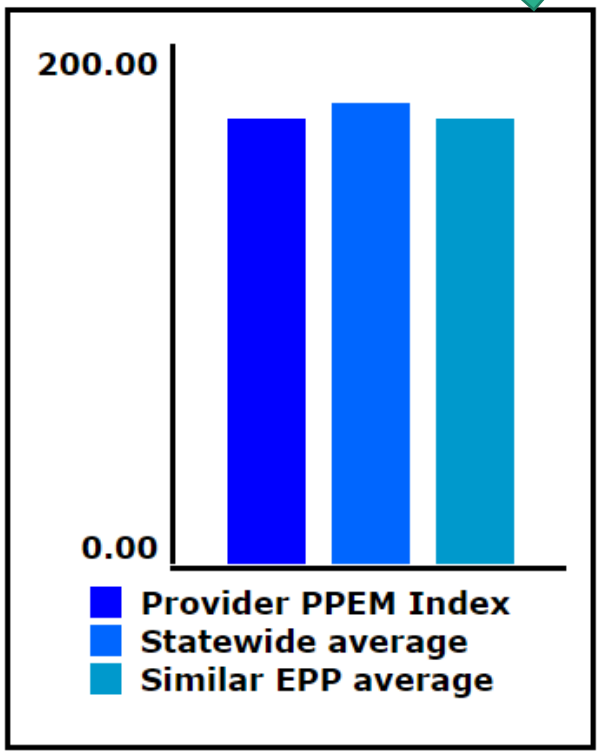

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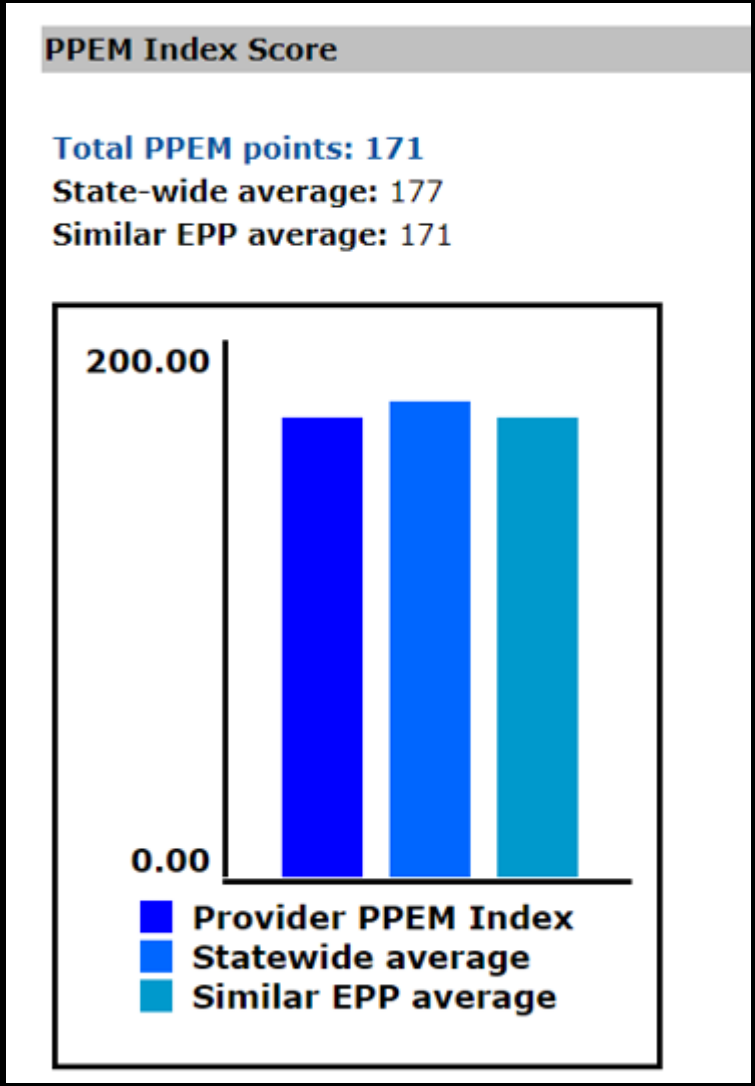

Rating	Index Range	Percent of Providers
Level 4	180 to 200	24%
Level 3	160 to <180	67%
Level 2	140 to <160	9%
Level 1	<140	0%

edTPA

PPEM | edTPA | GACE | TAPS | Employer Surveys | Inductee Surveys | Supplemental Data | Export | All EPPs

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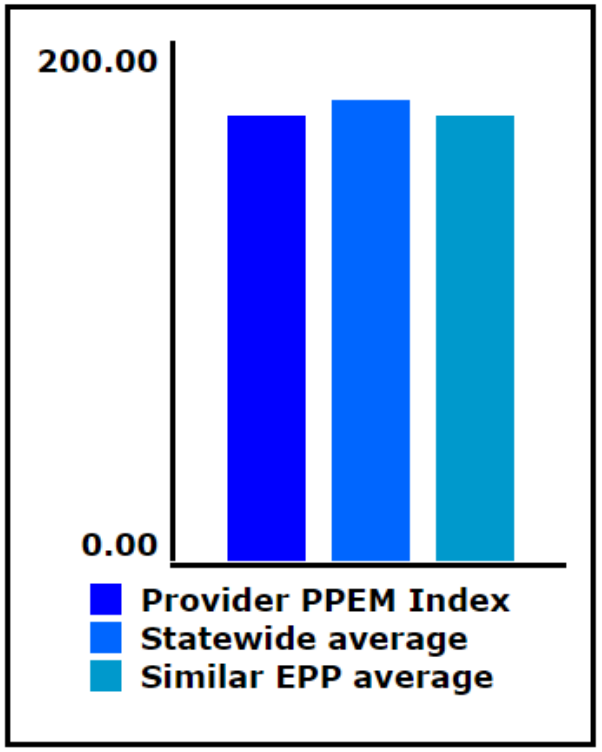

Provider Measures

edTPA PPEM points: 19.5
edTPA rubric average: 2.95 **N:** 246
State-wide average: 3.04
Similar EPP average: 2.98

edTPA Assessment Data: Level 3

Calculation

PPEM Points Earned: 19.5

Points Possible: 30

Percent of Points Earned: 65%

Rubric average: 2.95

Benchmark Range: 2.3 - 3.3

N: 246

Average Scores, Counts, and Percentages

	This EPP	All EPPs	Similar EPPs
Rubric average	2.95	3.04	2.98
Passed	96.0% (N=238)	98.0%	98.0%
Not Passed	4.0% (N=8)	2.0%	2.0%

edTPA Rubrics

	This EPP	All EPPs	Similar EPPs
Rubric 1: Planning For Content Understandings	3.00	3.15	3.04
Rubric 2: Using Knowledge of Students	3.10	3.13	3.08
Rubric 3: Using Knowledge of Students	3.19	3.20	3.17
Rubric 4: Supporting Academic Language Development	3.07	3.08	3.03
Rubric 5: Planning Assessments	3.00	3.06	3.00
Rubric 6: Learning Environment	3.13	3.11	3.08
Rubric 7: Engaging Students	2.91	3.01	2.93
Rubric 8: Deepening Student Learning	2.87	2.95	2.88
Rubric 9: Subject-Specific Pedagogy	2.84	2.98	2.94
Rubric 10: Analyzing Teaching Effectiveness	2.68	2.79	2.74
Rubric 11: Analyzing Student Learning	2.92	3.09	3.04
Rubric 12: Student Feedback	3.36	3.39	3.34
Rubric 13: Student Feedback	2.79	2.86	2.82
Rubric 14: Analyzing Students' Academic Language Understanding and Use	2.75	2.91	2.91
Rubric 15: Use of Assessment to Inform Instruction	2.91	3.06	3.01
Rubric 16: Mathematics Assessment: Analyzing Whole Class Understandings (Elementary Ed. only)	2.78	3.00	2.91
Rubric 17: Mathematics Assessment: Analyzing Individual Student Work Samples (Elementary Ed. only)	2.81	3.07	3.02
Rubric 18: Mathematics Assessment: Using Evidence to Reflect on Teaching (Elementary Ed. only)	2.52	2.84	2.67

edTPA Assessment Data: Level 3

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GACE

PPEM | edTPA | GACE | TAPS | Employer Surveys | Inductee Surveys | Supplemental Data | Export | All EPPs

Provider PPEM Rati[illegible]evel 3

PPEM Index Score	Provider Measures	Outcome Measures

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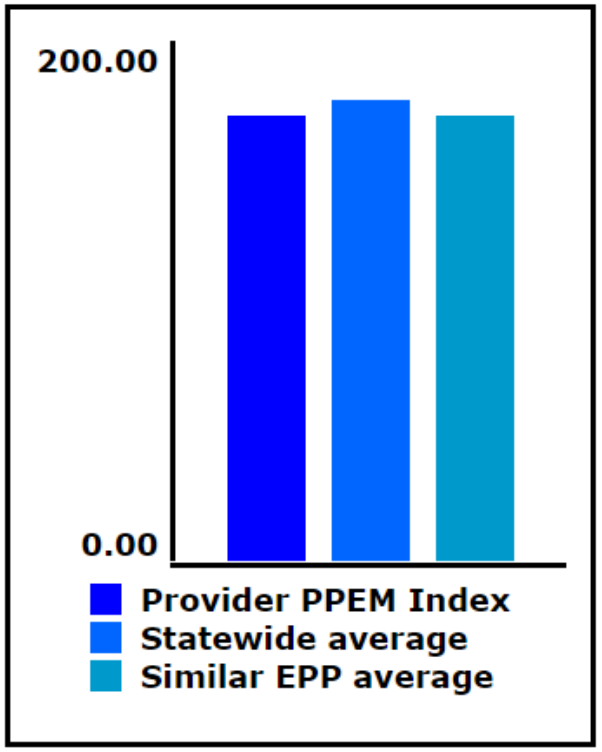
Similar EPP average: 171



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GACE score average: 261 **N:** 243
State-wide average: 263
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GACE PPEM points: 16.5
GACE score average: 261 **N:** 243
State-wide average: 263
Similar EPP average: 260

GACE Assessment Data: Level 3

Calculation	Average Scores, Counts, and Percentages

PPEM Points Earned: 16.5
Points Possible: 20
Percent of Points Earned: 83%
Score Average: 261
Benchmark Range: 220 - 270
N: 243

	This EPP	All EPPs	Similar EPPs
Average Score	261	263	260
Passed Professional	61.3% (N=149)	69.9%	63.0%
Passed Induction	37.4% (N=91)	28.8%	34.6%
Not Passed	1.2% (N=3)	1.4%	1.4%

TAPS

Teacher Assessment on Performance Standards

PPEM | edTPA | GACE | TAPS | Employer Surveys | Inductee Surveys | Supplemental Data | Export | All EPPs

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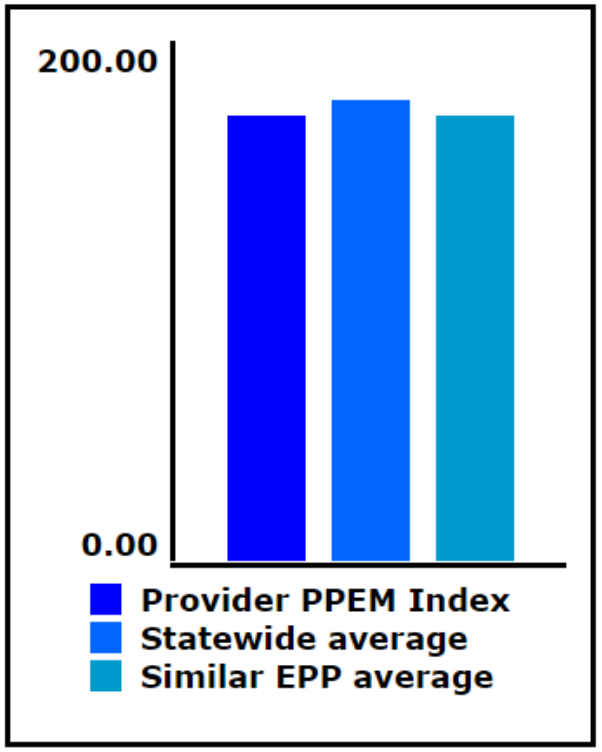

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STOP

Employer Surveys

PPEM | edTPA | GACE | TAPS | Employer Surveys | Inductee Surveys | Supplemental Data | Export | All EPPs

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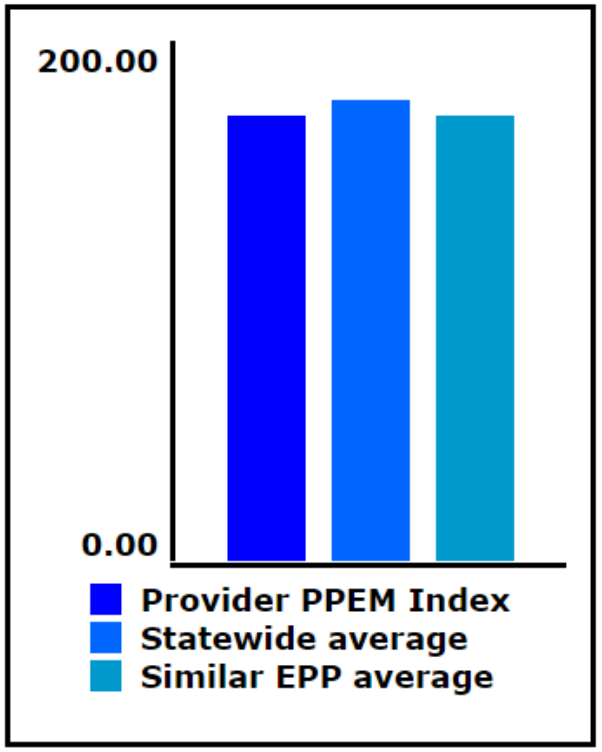

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Inductee Surveys

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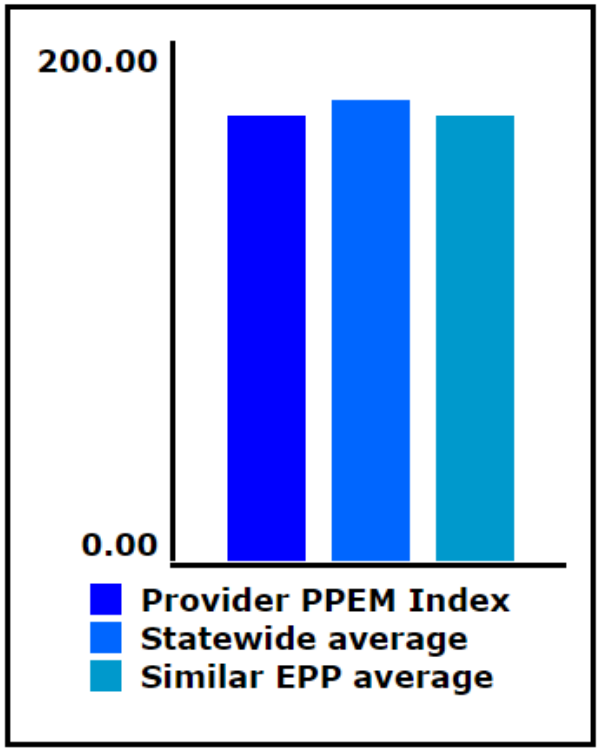

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Induction Survey average: 3.15 **N:** 56
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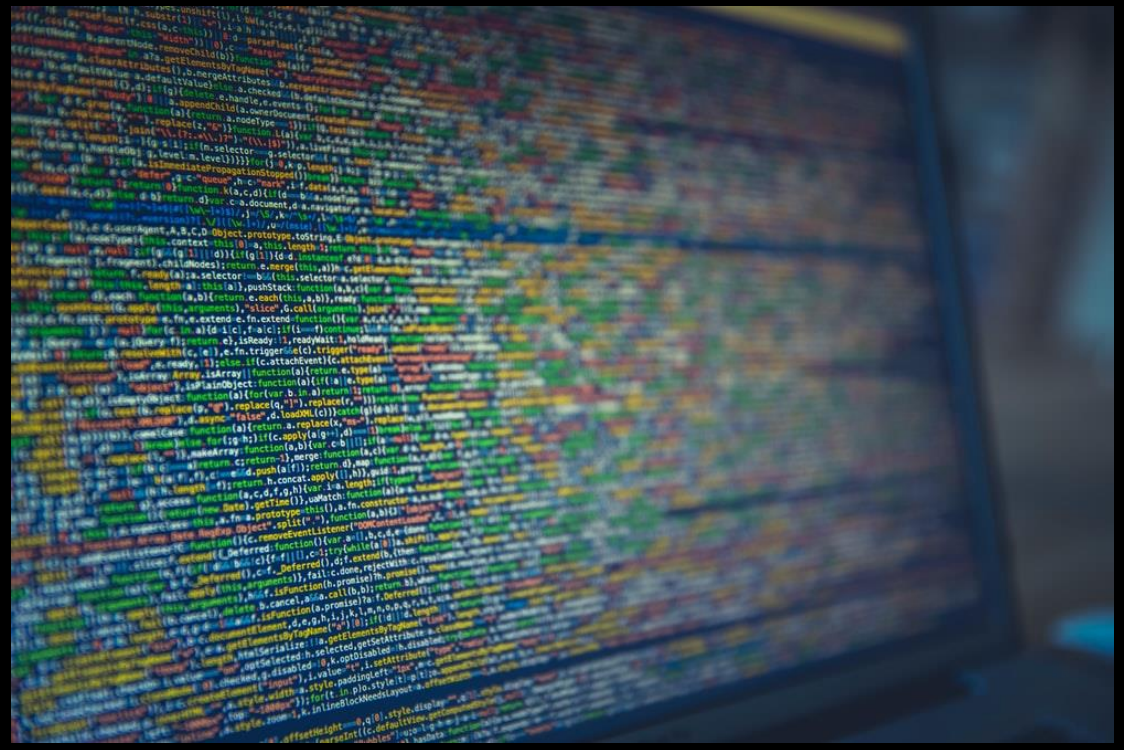
Inductee Surveys: Level 3

Calculation	Score and Responses

PPEM Points Earned: 6.5
Points Possible: 10
Percent of Points Earned: 65%
Response Average: 3.15
Benchmark Range: 2.5 - 3.5
N: 56

	This EPP	All EPPs	Similar EPPs
Average Score:	3.15	3.31	3.23
Responses:	56	2,159	288
Response rate:	27%	22%	26%

Supplemental Data



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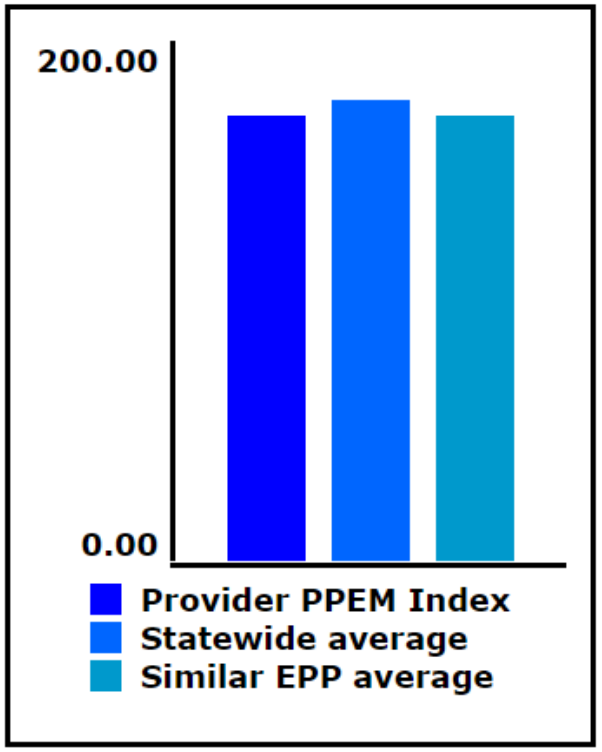

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Supplemental Data - Completers from Reporting Years 2016-2018

	This EPP	All EPPs	Similar EPPs
Completers (2016-2018)	266	11,968	1,391
Average Entry GPA	3.58	3.28	3.31
Average Exit GPA	3.76	3.54	3.52
Average Clinical Practice Hours	601	654	553
Average Cooperating Teacher Experience (Years)	16	15	16

Demographics - Race/Ethnicity vs Gender

Race/Ethnicity	This EPP		All EPPs		Similar EPPs	
	Male	Female	Male	Female	Male	Female
Hispanic	1	6	86	407	5	55
Asian	0	3	35	180	0	4
American Indian or Alaskan Native	0	2	8	14	1	4
Black or African American	5	19	520	1,917	44	150
Native Hawaiian or Pacific Islander	0	0	0	9	0	1
White	62	151	1,570	6,392	205	865
Multiple race/ethinicity	0	0	33	133	0	2
Not reported	5	12	112	550	7	45

Employment as a Teacher - First Academic Year After Program Completion

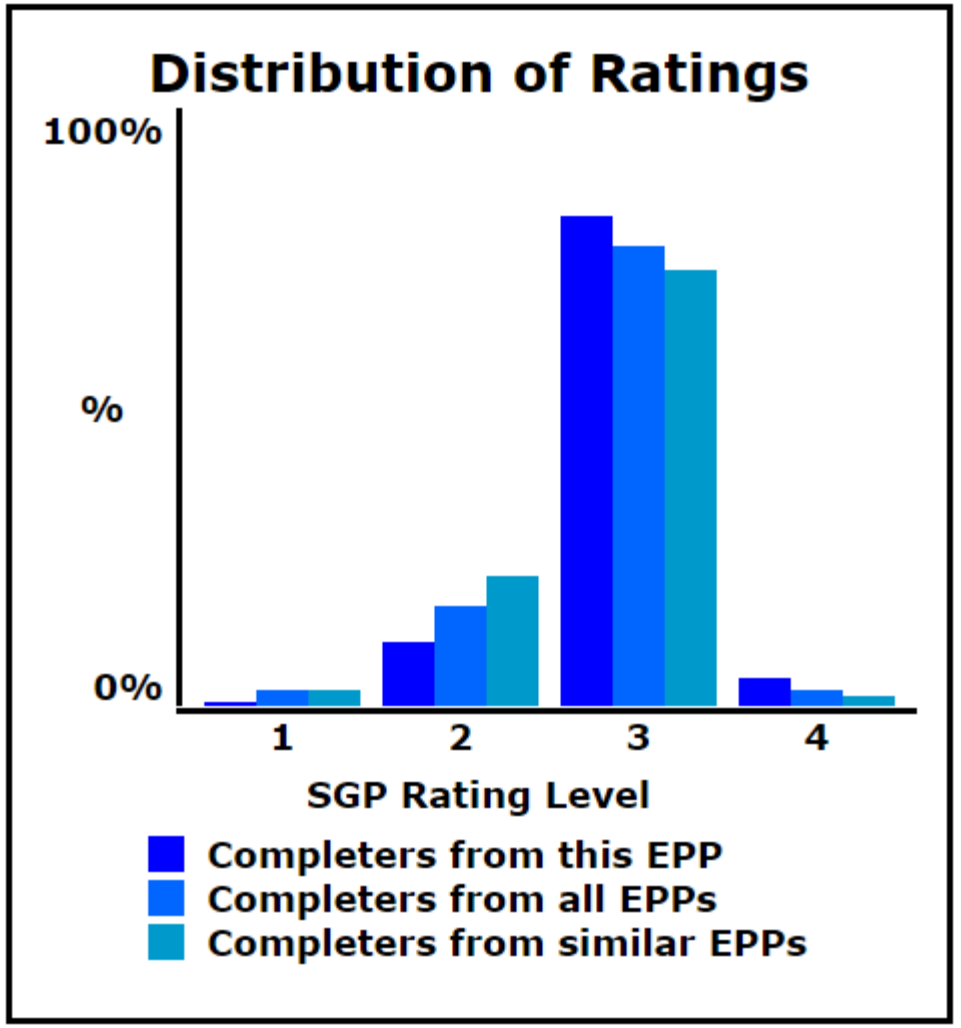
P-20 Collaborative Region	Teaching Any Subject			Teaching In Field of Preparation		
	Completers from this EPP	Completers from all EPPs	Completers from similar EPPs	Completers from this EPP	Completers from all EPPs	Completers from similar EPPs
Athens	86	475	86	71	358	71
East	8	392	19	8	337	16
Metro Atlanta	65	4,488	228	58	3,706	212
Middle	0	539	96	0	420	89
Northeast	43	405	47	38	343	41
Northwest	6	944	303	5	774	250
Southeast	1	1,042	179	1	862	148
Southwest	1	686	210	0	558	176
West	6	1,145	35	5	937	33

Student Growth Percentile Ratings - First Academic Year After Program Completion

A total of **285** completers were rated in their first year of employment after program completion:

SGP Rating Level	Completers from this EPP	Completers from all EPPs	Completers from similar EPPs
1	1%	3%	3%
2	11%	17%	22%
3	82%	77%	73%
4	5%	3%	2%

More information about the SGP



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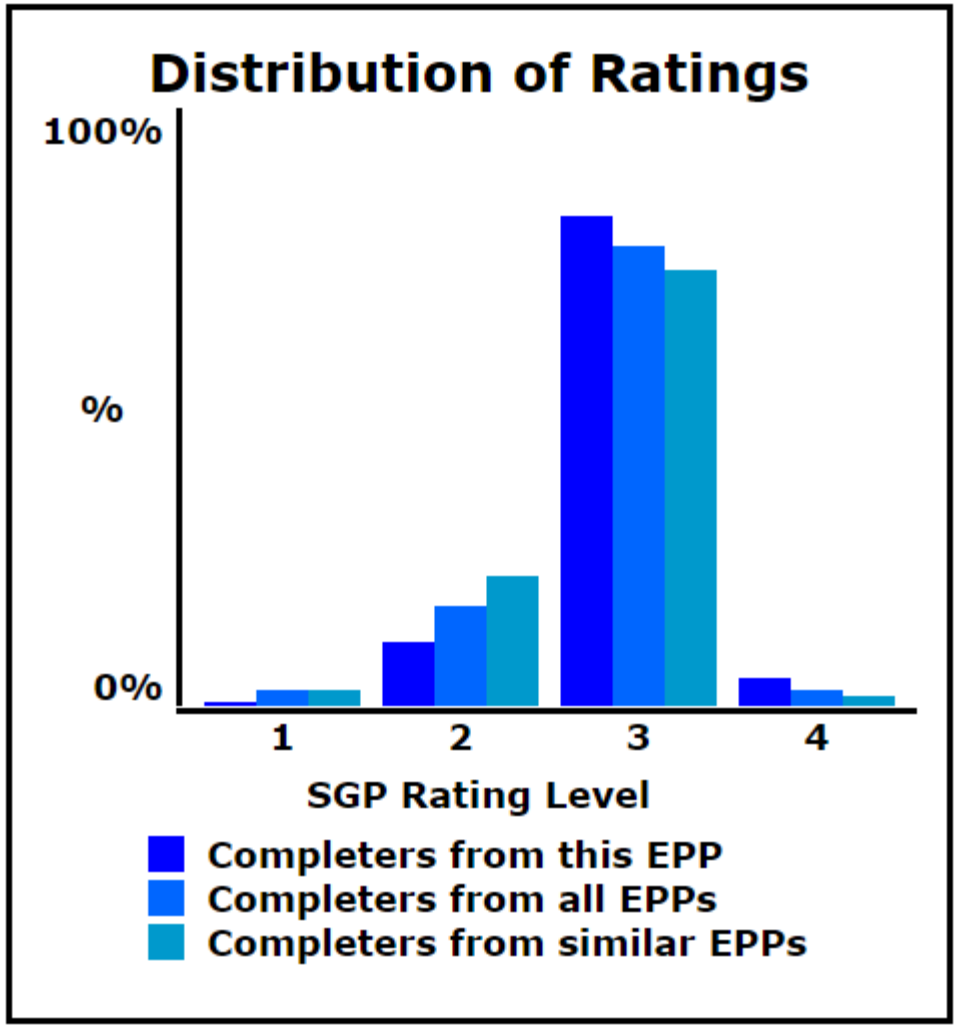


gadoe.org/curriculum-instruction-and-assessment/assessment/pages/georgia-student-growth-model.aspx

Apps | Managed bookmarks | Suggested Sites | GaPSC Help Desk | GaPSC Outlook We... | SAO Employee Self... | Imported From IE

Primary Assessments

ACCESS for ELLs 2.0

Georgia Alternate Assessment 2.0 (GAA 2.0)

Georgia Kindergarten Inventory of Developing Skills 2.0 (GKIDS 2.0)

GKIDS Readiness Check

Georgia Milestones Assessment System

National Assessment of Educational Progress (NAEP)

Georgia Student Growth Model

The Georgia Student Growth Model (GSGM) is an exciting initiative designed to provide students, parents, educators, and the public with important information on student progress. Academic achievement only tells part of the story. The addition of student growth tells a more complete story about the academic performance of students. Now we not only know where students ended up, but we also know how much progress they made to get there.

Contact

Allison Timberlake, Ph.D.
Deputy Superintendent, Assessment and Accountability
Phone: 404-463-6666
Email: atimberlake@doe.k12.ga.us

What is the Georgia Student Growth Model (GSGM)?

THE FULL CIRCLE

Seeing how all the puzzle pieces for School Improvement fit together in practical application…

Mrs. Brent Tuck, Ed.S.
AP- Curriculum and Instruction
Habersham Central High School

First Step- Schools take steps to establish goals for their work- Creating an SIP

- Data Driven decisions are made about the types of goals that are needed.

- Questions to be considered-

Are proposed goals in line with system Mission, Vision, Beliefs?

- Stakeholders provide feedback about these goals and help draft new goals (Vehicles for providing this input: Staff Leadership team input, School council parent feedback, Leadership Flex student input)

- All staff has input through both content groups and whole faculty.

NHMS SIP Goals for 2018/2019

- All students will demonstrate growth in Writing and Literacy as measured on the Georgia Milestones through the continued use of GSE ELA Standards.
- The overall school culture will continue to enhance the emotional and social development of all students while ensuring a safe environment for learning.
- All students will demonstrate growth in Mathematics as measured on the Georgia Milestones through the continued use of GSE Mathematics Standards and the mathematical frameworks.
- Students will be provided with and will become adept in the use of innovative new modes of learning through the frequent use of technology in the classroom.
- All teachers will refine their instructional practices in the continued implementation of Rigor, Depth of Knowledge, Differentiation, and Collaboration.

School goals, through the SIP, are linked to our Professional Learning Budget, our Staff Professional Learning Goals, and our Instructional Focus for school and staff.

How to Implement/Support goals through Professional Learning…

Need as identified in SIP	Data to Support Need	Grade Level(s) Teacher Numbers	Action Steps	Resources/$	Desired Outcomes	Evidence/Artifacts
SIP Goal # 2- The overall school culture will continue to enhance the emotional and social development of all students while ensuring a safe environment for learning.	**School Level Leadership Team work**- DT is primarily responsible for the coordinating and implementation of the following programs here at NHMS: GRIP FLEX BAR They also provide support and decision making on the following areas: SIP Master Schedule Budget Calendar of Events Community Partnerships	16 Members of DT including representatives from all grade levels and departments, both admins, counselor, and media specialist	**School Level Leadership Team-** Teachers will meet monthly after school to work on school issues, to monitor and update SIP, monitor local school programs, and plan ahead. Teachers will also participate in one full day of work (in January) as a team on strategic planning with our SIP needs.	Professional Collaboration Release Time 11 teachers X $95 sub money for ONE collaboration day = $1045 **Total- $1045**	NHMS Design Team will continue to foster our school climate and safe environment through revising and supporting our current instructional and extra curricular programs. We will monitor and evaluate annually the effectiveness of these programs.	Current SIP and quarterly revisions Operational Flex program Operational GRIP program Operational BAR program Anecdotal Reports on improvement needs of current programs Meeting agendas/ Meeting Next steps

PL Plan in Action

- Column 1- Linked to SIP
- Column 2- Data to support need
- Column 3- Staff members that will be part of this layer of the SIP
- Column 4- Action Steps that outline what has been planned to address this goal
- Column 5-Resources needed
- Column 6- What will it look like when we reach our goal?
- Column 7- Evidence and Artifacts to support

TKES Component to Support SIP and PL-

All certified staff are required to work on 2 Professional Learning goals**

- Goal 1- Tied to SIP as listed above and supported through PL Plan
- Goal 2- Linked to an area that teacher wants to grow in professionally *

**This goal is decided on by the staff member with support from administration.*

***These goals are added to the platform and are tracked/ discussed at Mid-Year conference and again at Summative Conference. Teachers are required to bring data, anecdotal evidence, student growth scores, etc. to support their progress on these goals.*

As administrators visit classrooms…

- We are looking for effective teaching as outlined through the 10 TKES standards
- We are looking to see how the teacher is making progress on his/her PSC goals
- We are providing feedback on teaching effectiveness and growth that we see as a result of the teacher's work on selected goals.
- Schools hold a Mid- Year **and** a Summative conference to discuss these classroom visits. At the end of the year all staff are given a SUMMATIVE RATING.

Time Line for TKES

- August- Teacher orientation and completion of self-assessment

- September- Goal Setting & Pre-evaluation conferences

- September- December-

-Classroom visits (walk-throughs and formatives)

-Classroom implementation of Teacher Goals

- December- Mid-Year conferences

- January- April

-Classroom visits (walk-throughs and formatives)

-Classroom implementation of Teacher Goals

- May- Summative Conferences/ Summative TAPS Score issued

Differences for new teachers…

- New teachers will receive 6 TKES visits annually. (4 walk-throughs and 2 formatives)

- New Teachers can be defined as teachers in their first three years of teaching (for three years); veteran teachers who are new to a school system; veteran teachers who have changed in their roles (new grade level or content); teachers on a PLP in need of support; veteran teachers new to a school within same school system- (all one year.)- Full Plan

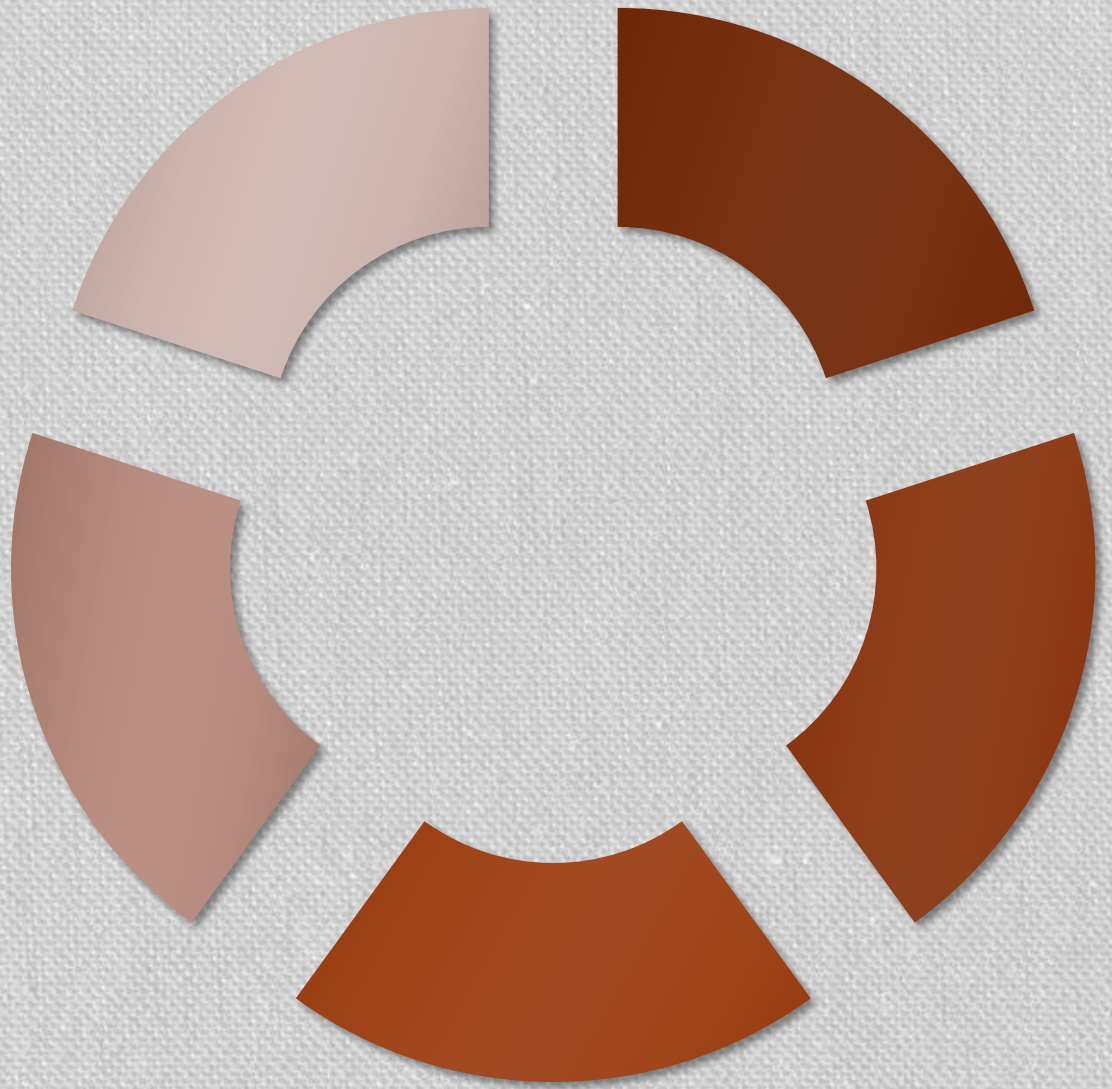
- All other teachers have two visits annually which in HC are 30 minute visits- one in Fall; one in Spring- Flex Plan

- ALL TEACHERS RECEIVE A TAPS SUMMATIVE RATING

NEXT STEPS AS A SCHOOL…

- Continue to monitor and readjust plans and goals through data collection and data analysis. Data sources such as benchmark scores, progress monitoring, and summative data sources are used to measure effectiveness.
- Revisit/ Repurpose SIP goals as often as needed but minimum of annually.
- Continue to link staff PL with school goals and initiatives

The Full Circle



- Implement an SIP
- Connect your PL to your SIP
- Ensure that your staff is working toward your SIP goals
- Monitor this through TKES
- Continue to do progress checks based on ongoing data collection

PPEM Elements (from new teacher…)

While in the program…

- **edTPA (30%)**
- **GACE (20%)**

One year after completion…

- **TAPS (30%)**

TAPS

Teacher Assessment on Performance Standards (TAPS): Level 3

Calculation

PPEM Points Earned: 22.4

Points Possible: 30

Percent of Points Earned: 75%

Summative Score Average: 19.99

Benchmark Range: 17 - 21

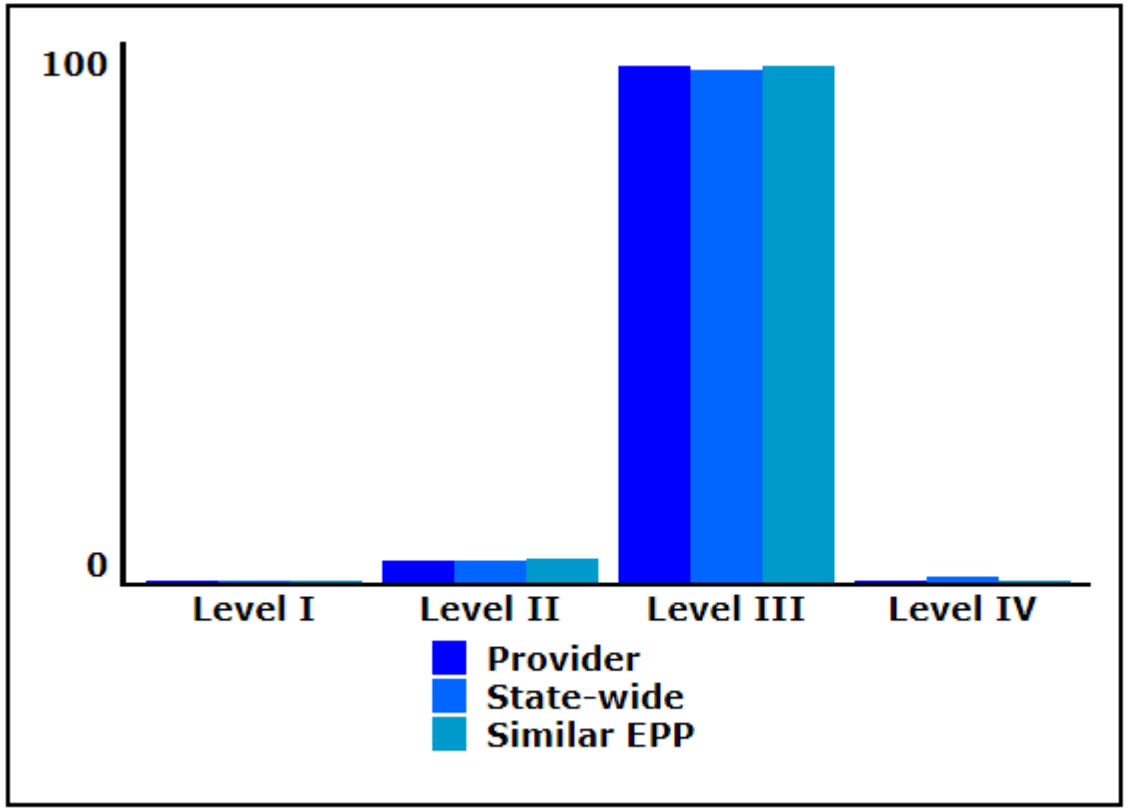
N: 194

Average Scores

	This EPP	All EPPs	Similar EPPs
Average Summative Score	20.0	20.1	19.8
Average Rating	3.0	3.0	3.0

Overall Rating Distribution

	This EPP	All EPPs	Similar EPPs
Level I	0.0%	0.1%	0.1%
Level II	4.1%	4.0%	4.3%
Level III	95.4%	94.9%	95.3%
Level IV	0.5%	1.0%	0.4%



Average Scores by Standard

Note: The TAPS standard score range is 0-3, with 2 being the expected score for proficiency.

	This EPP	All EPPs	Similar EPPs
1. Professional Knowledge	2.01	2.02	1.98
2. Instructional Planning	2.01	2.00	1.97
3. Instructional Strategies	1.98	2.01	1.97
4. Differentiated Instruction	1.95	1.95	1.92
5. Assessment Strategies	2.00	2.00	2.00
6. Assessment Uses	2.00	2.00	2.00
7. Positive Learning Environment	2.00	2.10	2.00
8. Academically Challenging Environment	1.90	1.90	1.90
9. Professionalism	2.10	2.10	2.10
10. Communication	2.00	2.00	2.00

PPEM Elements (from new teacher…)

While in the program…

- **edTPA (30%)**
- **GACE (20%)**

One year after completion…

- **TAPS (30%)**
- **Employer Survey (10%)**
- **Inductee Survey (10%)**

Employer Surveys: Level 3

Calculation	Score and Responses

PPEM Points Earned: 6.7
Points Possible: 10
Percent of Points Earned: 67%
Response average: 3.17
Benchmark Range: 2.5 - 3.5
N: 67

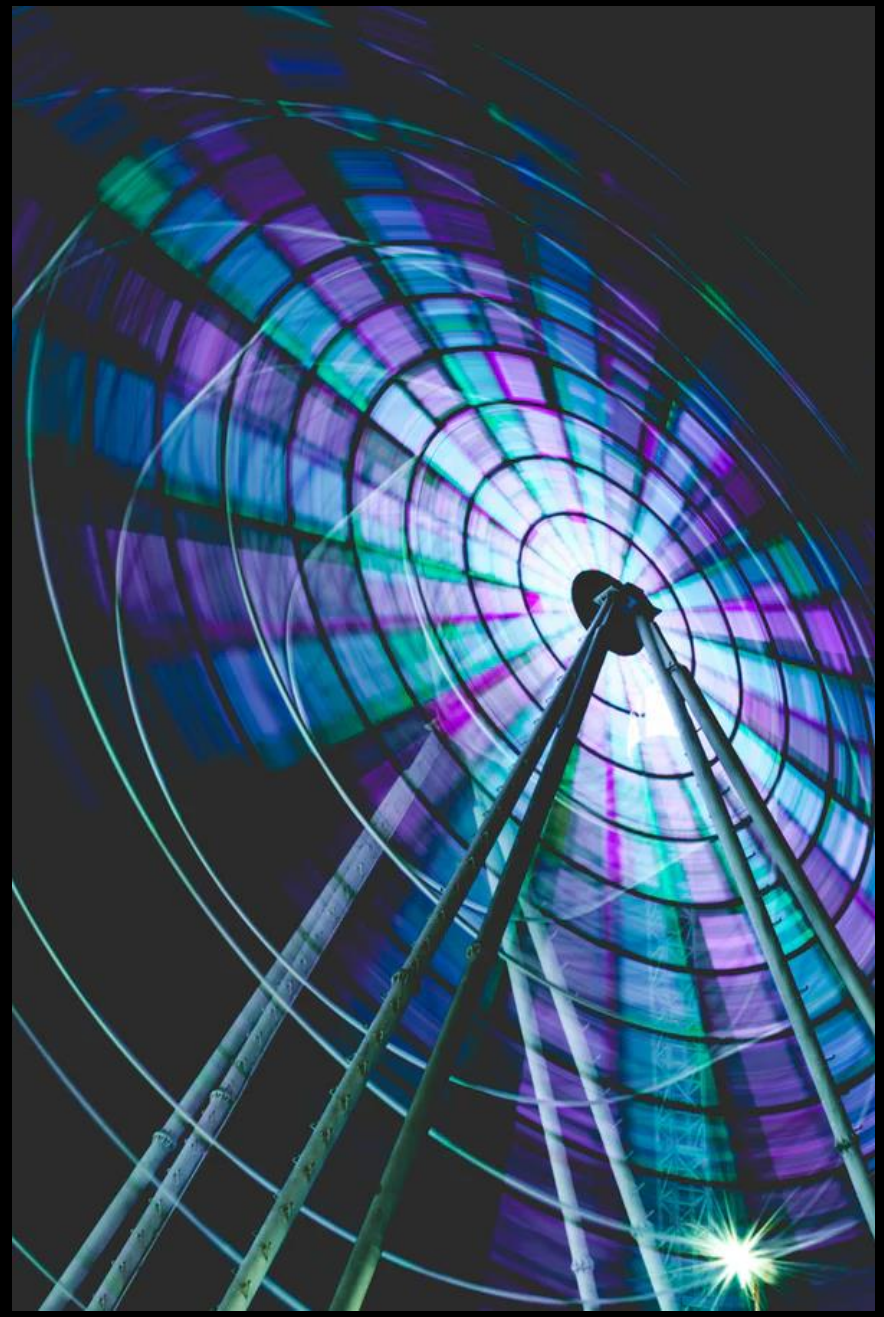
	This EPP	All EPPs	Similar EPPs
Average Score:	3.17	3.20	3.20
Responses:	67	2,541	435
Response rate:	49%	41%	59%

Survey Items	This EPP	All EPPs	Similar EPPs
1. Plans instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.22	3.28	3.26
2. Delivers instruction incorporating the basic theories of student development appropriate to the age and grade level taught. (InTASC Standard 1)	3.26	3.27	3.28
3. Develops and manages a collaborative classroom in which all students have ownership. (InTASC Standard 3)	3.20	3.22	3.23
4. Implements effective classroom management strategies and procedures in all school areas. (InTASC Standard 3)	3.17	3.16	3.19
5. Understands how individual differences and diverse cultures impact student learning and classroom environments and uses that information to design and deliver instruction. (InTASC Standard 3)	3.23	3.21	3.23
6. Uses differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to real world applications. (InTASC Standard 5)	3.14	3.19	3.18
7. Plans and delivers differentiated instruction using a wide range of evidence-based instructional strategies, resources, and technological tools to meet the diverse learning needs of the following. (InTASC Standard 2)			
a. Gifted Students	3.15	3.09	3.09
b. Students with Disabilities	3.12	3.16	3.15
c. English Language Learners	3.16	3.12	3.14
d. At-Risk Students	3.08	3.13	3.14

8. Uses technological tools and a variety of communication strategies to build communities that engage learners. (InTASC Standard 10)	3.16	3.22	3.22
9. Creates experiences to build accurate conceptual understandings. (InTASC Standard 4)	3.21	3.21	3.19
10. Creates opportunities for students to learn, practice, and master academic language. (InTASC Standard 4)	3.24	3.22	3.20
11. Uses academic language in a way that encourages learners to integrate content areas. (InTASC Standard 4)	3.15	3.19	3.18
12. Utilizes strategies to create learning environments which engage students in individual and collaborative learning. (InTASC Standard 3)	3.23	3.23	3.23
13. Creates opportunities for learners to develop diverse social and cultural perspectives. (InTASC Standard 5)	3.13	3.17	3.14
14. Engages learners in understanding, questioning, analyzing ideas, and mastering content from diverse perspectives. (InTASC Standard 4)	3.16	3.15	3.14
15. Examines data to understand each learner's progress and learning needs. (InTASC Standard 6)	3.11	3.19	3.19
16. Engages learners in monitoring their own progress. (InTASC Standard 6)	2.98	3.08	3.08
17. Develops supports for literacy development across content areas. (InTASC Standard 5)	3.11	3.15	3.15
18. Develops flexible learning environments that foster discovery, exploration, and expression. (InTASC Standard 5)	3.17	3.17	3.18
19. Utilizes a variety of technological resources to support and promote student learning. (InTASC Standard 8)	3.13	3.21	3.20
20. Promote students' responsible use of interactive technologies. (InTASC Standard 3)	3.14	3.19	3.18
21. Uses a variety of diagnostic, formative, and summative assessments to assess and address learner needs. (InTASC Standard 6)	3.15	3.18	3.18
22. Seeks appropriate ways to integrate technology to support assessment practice and to assess learner needs. (InTASC Standard 6)	3.11	3.18	3.17
23. Uses formative and summative data to adjust instruction to enhance learning. (InTASC Standard 6)	3.14	3.18	3.17
24. Uses a variety of evidence-based practices to differentiate and support learning. (InTASC Standard 7)	3.08	3.14	3.13

25. Uses a variety of instructional strategies to support learners' communication through speaking, listening, reading, and writing. (InTASC Standard 8)	3.09	3.17	3.15
26. Aligns instructional goals and activities with state and district performance standards. (InTASC Standard 8)	3.25	3.27	3.26
27. Reflects on the strengths and weaknesses of his/her professional practice. (InTASC Standard 9)	3.21	3.24	3.23
28. Seeks professional development opportunities to further develop his/her practice. (InTASC Standard 9)	3.21	3.27	3.28
29. Works collaboratively with colleagues and other professionals. (InTASC Standard 10)	3.26	3.38	3.38
30. Understands, upholds, and follows professional ethics, policies, and legal codes of conduct. (InTASC Standard 9)	3.38	3.41	3.42
31. Contributes to positive changes in practice and advances the teaching profession. (InTASC Standard 10)	3.23	3.30	3.31

Survey Items Grouped as InTasc Standards	This EPP	All EPPs	Similar EPPs
InTASC Standard 1 (Survey Questions 1, 2)	3.24	3.27	3.27
InTASC Standard 2 (Survey Questions 7a, b, c, and d)	3.13	3.13	3.13
InTASC Standard 3 (Survey Questions 3, 4, 5, 12, 20)	3.19	3.20	3.21
InTASC Standard 4 (Survey Questions 9, 10, 11, 14)	3.19	3.19	3.18
InTASC Standard 5 (Survey Questions 6, 13, 17, 18)	3.13	3.17	3.16
InTASC Standard 6 (Survey Questions 15, 16, 21, 22, 23)	3.10	3.16	3.16
InTASC Standard 7 (Survey Question 24)	3.08	3.14	3.13
InTASC Standard 8 (Survey Questions 19, 25, 26)	3.16	3.22	3.20
InTASC Standard 9 (Survey Questions 27, 28, 30)	3.27	3.31	3.31
InTASC Standard 10 (Survey Questions 8, 29, 31)	3.22	3.30	3.30



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InTASC Standard 6 (Survey Questions 15, 16, 21, 22, 23)	3.10	3.16	3.16
InTASC Standard 7 (Survey Question 24)	3.08	3.14	3.13
InTASC Standard 8 (Survey Questions 19, 25, 26)	3.16	3.22	3.20
InTASC Standard 9 (Survey Questions 27, 28, 30)	3.27	3.31	3.31
InTASC Standard 10 (Survey Questions 8, 29, 31)	3.22	3.30	3.30

InTASC Standards and Learning Progressions

(Interstate Teacher Assessment and Support Consortium)

A Resource for Ongoing Teacher Development

InTASC

Model Core Teaching Standards and Learning Progressions for Teachers 1.0

The Learner and Learning

Standards/Progressions #1 & #2: Learner Development and Learning Differences 16

Standard/Progression #3: Learning Environments 21

Content Knowledge

Standard/Progression #4: Content Knowledge..... 24

Standard/Progression #5: Application of Content 27

Instructional Practice

Standard/Progression #6: Assessment..... 30

Standard/Progression #7: Planning for Instruction 34

Standard/Progression #8: Instructional Strategies 38

Professional Responsibility

Standard/Progression #9: Professional Learning and Ethical Practice 41

Standard/Progression #10: Leadership and Collaboration..... 45

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

PERFORMANCES

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

ESSENTIAL KNOWLEDGE

6(j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.

6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6(m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6(n) The teacher understands the positive impact of effective

CRITICAL DISPOSITIONS

6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.

6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

1. The teacher uses, designs or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives.		
1	**2**	**3**
The teacher uses, designs or adapts a variety of classroom formative assessments, matching the method with the type of learning objective. (6a; 6b; 6j; 6k; 6r; 6t) The teacher uses data from multiple types of assessments to draw conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide instruction to meet learner needs. S/he keeps digital and/or other records to support his/her analysis and reporting of learner progress. (6c; 6g; 6j; 6l; 6o; 6t) The teacher participates in collegial conversations to improve individual and collective instructional practice based on formative and summative assessment data. (6c)	*And…* The teacher provides learners with multiple ways to demonstrate performance using contemporary tools and resources. (6a; 6b; 6e; 6g; 6i; 6j; 6o; 6r; 6t) The teacher uses data to guide the design of differentiated individual learning experiences and assessments. (6g) The teacher collaborates with colleagues to analyze performance on formative and summative assessments across groups of learners and engages in joint development of strategies for improving instruction and support to meet standards. (6c; 6l)	*And…* The teacher uses formative classroom assessments to maximize the development of knowledge, critical thinking, and problem solving skills embedded in learning objectives. (6a; 6c; 6o; 6t) The teacher works individually and with colleagues to gather additional data needed to better understand what is affecting learner progress and to advocate for necessary change. S/he works with colleagues to analyze progress against standards and expand the range of supports for learners with varied learning needs. (6c; 6g; 6l) The teacher collaborates with others to use summative assessment information to evaluate the effect of the curriculum and instruction on the learner. (6c; 6j; 6l)

OFFEE

N Sizes

EPP	edTPA	GACE	TAPS	Employer Survey	Inductee Survey
1	465	461	350	104	59
2	394	370	300	65	70
3	49	42	42	8	8
4	13	12	7	3	2
5	290	274	228	66	57
6	1058	1060	847	244	138

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